

External Stakeholders' Involvement in the Management of Primary Education in Nigeria

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Abstract

This study investigated how external stakeholders involve in the management of primary education in Nigeria. Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria was used as a case study. The research design employed was a descriptive survey design. The sample size consists of three hundred and five (305) external stakeholders in seven (7) primary schools in Ikot Abasi Local Government Area, Nigeria. Four research questions were raised to direct the study. The research instrument for data collection was done with the use of structured questionnaire titled external stakeholders involvement in the management of primary education questionnaire (ESIMPE). Base on four point Likert type scale. The instrument was validated and reliability coefficient of 0.84 was ascertained, using the test- retest method and Pearson Moment Correlation Coefficient for the correlation. Data collected were analyzed using mean statistic. The findings show that external stakeholders participate in the management of educational facilities, decision making, management of finance, and better the outcome of the product of primary education. It was recommended that external stakeholders should be involved in the supervision of the management of primary educational facilities to ensure effectiveness in teaching and learning process, external stakeholders should be involve in the decision making process in order to achieve the goals and objectives of primary education and stakeholders should be involved in the management of finance in primary education so as to avoid embezzlement, misappropriation of fund and ensure transparency. Finally, it was concluded that external stakeholders played numerous roles in the management of primary education which drive toward benefiting students, educational administrators, government of Akwa Ibom State, government of Nigeria and the communities in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.

Keywords: External Stakeholders, School Management.

Introduction

Education is the bedrock of development and major tool for transformation in any society. Prolonged regime of poor quality of public education has been consistently linked to the stripes of failure by Nigeria to allow it fulfill its development potential. Directly linked to this is the evident failure by school to provide opportunities in school especially the public state of infrastructures in public schools. Buildings and infrastructures are inadequate, poor management, teachers standards are low and teachers receive inadequate training and have little motivation to improve on their jobs, the traditional roles of management of school facilities, direction and supervision of teachers and building positive school community relations (Hauwa, 2012), however these roles have expanded under new democratic dispensation, most of which are measurable.

Education, being the major drive of human development was targeted to develop the needed manpower for national development (FGN). This technically expanded the roles of school based management committee (SBMC) to become more accountable for their administrative duties. The guiding question therefore is: Do school based management community perceives them to be effective in discharging their new roles in changing educational system in Nigeria using Ikot Abasi Local Government Area of Akwa Ibom State as a case study?

Before now the general notion of school management among teachers in primary school was entirely based on one individual, the headmaster or headmistress who planned everything for the school. The management of primary school should not rely on one individual but should be a collective effort of the school based management committee, therefore represents the school administration structure which is responsible for implementing educational policies in Nigeria. Headmasters are required to establish the school administration team that will assist in the management of the schools.

School-community relationship is a two way symbiotic arrangement through which the school and the community cooperate with each other for the realization of the goals of the community via the school. (Agabi & Okorie 2002), the school does not exist in isolation, but rely on the community for provision of basic facilities such as land, buildings, equipment and other facilities needed to enhance the teaching - learning process. The community on the other hand relies on the school for the transmission of culture. Thus, there is need for proper management of facilities provided by the community to enhance learning.

The community is an external stakeholder of the school and in order to ensure proper management there is need for proper external stakeholder participation.

External stakeholder in primary education includes the communities, firms, non-governmental organizations, foreign agencies and business organization. All these stakeholders are to be involved effectively and efficiently in order to achieve proper management of primary education.

Maina Bernard Mamili (2001) in influence of stakeholders participation on the success of economic stimuli programme in Nakuru country, Kenya investigated the influence of stakeholders participation on the success of economic stimulus programme. A descriptive survey research design was adopted with the target population being 350 stakeholders in all secondary schools in Nakuru country that benefited from the economics of stimulus programme. The study had a sample of eighty-four (84) purposively selected stakeholders drawn from the board of Governor (B.O.G) members, P.T.A., school principals and deputies, district education officers, school infrastructure committee members, the project technical design members from the ministry of public works and project contractors. Self-administered questionnaires were used for data collection. A pilot study using three economic stimulus programme beneficiary schools in the neighboring barrios county was done to ensure reliability of the instruments to be used. Qualitative data collection was analyzed using descriptive statistics such as frequency distribution and percentage values aided by statistical package for social scientist (S.P.S.S) and the findings of the study included establishment of a positive relationship between stakeholders participation in project identification and selection. Participation in project planning, participation evaluation and the success of the economic stimulus programme (ESP). From the findings, conclusion drawn includes the need for the government and other project facilitators to ensure full participation of key identified stakeholders in future similar programmes, the need to clearly identify and train stakeholders before initiation of similar programmes as this aided in the success of the overall programme.

Eyiuchio, Dlibie & Lilian (2001), in the role of stakeholders (Government and private sector. Organizations, ministries, principals, teachers, parents, communities and teachers education institution) in enhancing ICT use in the secondary schools in Anambra State investigated the roles of stakeholders in enhancing ICT use in Anambra State, Nigeria.

A descriptive survey research design was adopted samples included by 142 principals, 1420 teachers and 12 lecturers in educational technology were selected through proportionate stratified sampling method. A 20 item questionnaire was used to collect data, while mean scores were used for data analysis.

Findings indicated that, the stakeholders have roles to play in providing ICT infrastructure and training for secondary school teachers.

Recommendations made include that the ministry of education should partner with the GSM and ICT providers, teachers education institution, Nigeria educational research and development council and other private sector bodies to provide ICT infrastructure and training for secondary school teachers towards enhancing ICT use in secondary school.

Statement of the Problem

In the present day, research in Nigeria have confirmed the persistent decline in the quality and management of most primary education in terms of high failure rate due to poor

headmaster administrative style (autocratic leadership style), inadequate funding, shortage in the supply of educational resources, non-involvement of the school base management committees which have brought about improper use of public funds and also brought about one-sided contribution and experience of the headmaster which may not strengthen the school management system and formulate appropriate policies. Therefore, the research problem is how do school management teams ensure active involvement of external stakeholders in order to bring about positive change in primary schools in Ikot Abasi Local Government Area of Akwa Ibom State? The role played by these external stakeholders and their involvement towards effective financial management. Based on this background that the researcher intends to carry out this study in order to solve this problem that has been identified.

Aim and Objectives of the Study

The aim of this study was to investigate into the external stakeholders' involvement in the management of primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria. Specifically, the study had the following objectives:

1. To determine how external stakeholders participate in the management of educational facilities in government primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.
2. To examine the role of external stakeholders' in the decision making in government primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.
3. To ascertain the ways stakeholders participate in the management of finance in the government primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.
4. To determine the role external stakeholders play in sustaining better outcomes of the product of government primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.

Research Questions

The following research questions are to guide the study:

1. What roles do external stakeholders play in the management of educational facilities in government primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?
2. How do external stakeholders participate in the decision making of government primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?
3. In what ways do external stakeholders participate in the management of finance in government primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?
4. What roles do external stakeholders play in order to sustain better outcomes of the product of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

External Stakeholders Involvement: Meaning and concept

In education, the term stakeholders typically refer to anyone who invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives.

Stakeholders may also be collective entities, such as local business, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as Nigeria union of teachers (NUT), parent-teachers associations (PTA), and associations representing superintendents, principals, school boards, or teachers in specific academic discipline. In a word, stakeholders have a "stake in the school and its students, meaning that they are interested in personal, professional, civic, or financial interest or concern in education.

External stakeholders are party such as organization, communities, cooperate bodies that influences and is influenced by an organization but is not a member of it.

External Stakeholders involvement is the process of effectively eliciting Stakeholders views on their relationship with the organization/program/project (Friedman and Miles 2006).

School Management: Meaning and Concept

Management is the organizational process that include strategic planning, organizing, staffing, setting objectives, managing resources, leading or directing, and controlling an organization to accomplish the goals or target of the organization by deploying the human, technological, natural, and financial resources needed to achieve these objectives and also measuring result.

It is also seen as achieving a task through the use of other people.

School management is the coordination of human and material resources within the school for the purpose of achieving the optimal predetermine goals and objectives of education.

In every school, the school headmaster or administrator, staff (Academic and Non Academic), pupils/students make up the human component or resources of the school. Also material resources of the school include all the buildings, equipment and facilities, including the school farm, and grass lawns. All these must be brought to harmony for the achievement of the goals and objectives of the school.

A theoretical foundation of a study like this would seek to situate the study within personnel management and administrative theory that will help to explain human and financial resources management.

Base on this study, the theoretical framework will be giving under Thomas tufte and P. Mefallopulos participatory communication theory.

Participatory Communication Theory

This study was based on participatory communication theory which was propounded by Thomas Tufte and P. Mefallopulos in the year 2009. Participatory communication is the theory and practices of communication used to involve people in the decision-making of the roots of its meaning, which similarly to the term community, originate from the Latin word 'communis, i.e common (Mody, 1991). Therefore, the purpose of communication should be to make something coming, or to share meaning, perceptions, worldviews or knowledge.

In this context, sharing implies an equitable division.

A close look at the participatory communication theory helps us see the need for external stakeholders involvement in decision making at the administrative level of primary schools.

In regards to this theory, for primary schools in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria to be effective, there must be people who are trained and developed for the work. Managerial principles which are developed from experiences will be as a guide to Headmasters in their daily operations.

Its relevance in incorporating different levels of individuals as primary stakeholder and outsiders likewise in the ownership and control of the flow of information leads us to understanding the necessity of the participation of different level stakeholders, that is individuals, parents, teachers, students firms, business organization, Government and community in management and administration of our educational processes, in this context of primary schools.

Methodology

Research Design

The study adopts a descriptive survey design. It aims at describing in a systematic manner, an existing situation through the collection of data, analysis of the data and interpreting the result as they are without any form of manipulation.

Population

The population for this study was seven (7) Government primary schools and its external stakeholders in Ikot Abasi local Government Area of Akwa Ibom State, Nigeria comprising of communities, firms, non-governmental organizations, foreign agencies and business organization. This resulted to a sample size of three hundred and five (305) external stakeholders.

Sample and Sampling Technique

A total of seven (7) Government primary schools in Ikot Abasi Local Government area of Akwa Ibom State, Nigeria were selected through simple random sampling. The sampling was determined purposively to include all the communities, firms, nongovernmental organizations, foreign agencies and business organization. This resulted in a sample size of three hundred and five (305) external stakeholders.

Method of Data Collection

Instructions guiding the respondents on how to fill the questionnaire were clearly stated and questionnaires we administered and retrieved by the researcher as soon as the respondents were through with the questions.

Instrumentation

The instrument that was used for data collection was a questionnaire titled: External stakeholders involvement in the management of primary education Questionnaire (E.S.I.M.P.E.Q). The ESIMPEQ was divided into two sections (section A and B). Section A seeks information concerning the respondent background. Section B contains the research variables. There are eleven (11) items in the questionnaire.

Item 1-4 seek information on the roles external stakeholders played in the management of educational facilities in primary schools, item 5-7 elicit information on how external stakeholders participate in decision making process. Item 8-9 focused on how external stakeholders participate in management of finance and finally item 10-11 dwells on the roles external stakeholders played in other to sustain better outcome of the product of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria. The questionnaire was structured using 4 point Likert scale of SA (Strongly agreed), A (Agree, SD (Strongly disagreed) and D (Disagreed).

Validity of the Instrument

The instrument for data collection was constructed and validated under the guidance and scrutiny of Dr. S.T Afangideh. All suggestion by Dr. S.T Afangideh was strictly adhere to, by doing so face and content validity was ensured.

The reliability of the instrument was determined through the use of test- retest method. To ensure the reliability of the instrument, it was administered to a sample group that was not part of the study. After two weeks, the same set of instrument was administered to the same group for trial testing to determine the reliability coefficient using Pearson moment correlation statistics (PPM C) yield coefficient of 0.84 which showed that the reliability of the items was adequate.

Method of Data Analysis

The research questions were analyzed using mean formula. The criterion Mean of 2.5 was used. The positive item range from 2.5 and above while negative ones fell below 2.5, all items that had a value of 2.5 and above were accepted and those that fell below 2.5 were rejected.

Findings and Discussion

Research Question 1

What roles do external stakeholders play in the management of educational facilities in Government primary school of Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

Table 4.1. The mean responses of the roles played by external stakeholders in the management of educational facilities in Government primary school in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria

S/N	Items	SA	A	D	SD	X	REMARK
1	External stakeholders provide most of the facilities used in primary schools	120	95	75	15	3.05	Agreed
2	Educational facilities are most times maintained by external stakeholders	82	136	68	19	2.92	Agreed
3	External stakeholders ensure that educational facilities are improved in order to meet societal changes	15	86	116	88	2.09	Disagreed
4	External stakeholders ensure that educational facilities are properly managed so as to contribute positively to the achievement of educational objectives	67	161	56	21	2.90	Agreed

Source: field work

Aggregate mean $\bar{X} = 2.80$

Criterion $X = 2.50$ 1.0-2.49 = disagreed

2.50-4.00 = agree

Data on table 4.1 show that items 1, 2 and 4 had mean scores above the criterion mean of 2.50. They were all judged on the roles external stakeholders play in the management of educational facilities in Ikot Abasi Local Government Area while item 3 had a mean below the criterion mean which means that the respondents rejected the opinion. In summary, with an aggregate mean of 2.80 above the criterion mean of 2.50 all the respondents agreed that external stakeholders played a major role in the management of educational facilities in primary education through the provision of most educational facilities, maintenance of educational facilities, improvement of educational facilities in order to meet up societal

changes, and finally that these facilities are properly manage so as to achieve educational objectives.

Research Question 2

How do external stakeholders participate in the decision making process of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

Table 4.2. The mean responses on how external stakeholders participate in the decision making process of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

S/N	Items	SA	A	D	SD	X	Remark
5	External stakeholders play a vital role in ensuring that the school system function properly so as to achieve the goals and objectives of education	98	174	31	2	3.21	Agreed
6	How staff are to be rewarded for better performance are in most cases influence by external stakeholders	69	139	60	37	2.79	Agreed
7	The success of the school lies considerably on decision making that is while external stakeholders must be involve in decision making process so as to achieve the goals and objectives of the school.	94	137	62	12	3.03	Agreed

Source: field work

Aggregate mean XA = 3.05

Criterion x = 2.50

Data on table 4.2 shows that all the items had mean scores above the criterion mean of 2.50 and were adjudged to how external stakeholders participate in the decision making process in primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria. In summary, with an aggregate mean of 3.05 above the criterion mean of 2.50 all the respondents agreed that external stakeholders participate actively in the decision making process in primary education through ensuring that the school system function properly so as achieve the goals and objectives of education, ensuring how staff and student are to be rewarded for better performance, ensuring that the school succeed as a result of good decision making that is been taken.

Research Questions 3

In what ways do external stakeholders participate in the management of finance in primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

Table 4.3. The mean response on how external stakeholders participate in the management of finance in primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

S/N	Items	SA	A	D	SD	X	Remark
8	External stakeholders ensure that misappropriation or embezzlement of finance is been eliminated to it minimum	97	133	75	0	3.07	Agreed
9	External stakeholders contribute in monitoring revenue and expenditure in primary schools	107	159 39 0			3.22	Agreed

Source: field work

Aggregate mean AX = 3.15

Criterion x = 2.50

Data on table 4.3 shows that all the items had mean scores above the criterion mean of 2.50 and they were all adjudged as ways external stakeholders participate in the management of finance in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria. In summary, with an aggregate mean of 3.15 above the criterion mean of 2.50, all the respondents agreed that stakeholders participate in the management of finance through eliminating misappropriation of embezzlement of fund to it minimum, monitoring revenue and expenditure.

Research Question 4

What roles do external stakeholders play in other to sustain better outcome of the product of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

Table 4.4. The mean responses on the ways stakeholders participate in the management of secondary school finances in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria?

S/N	Items	SA	A	D	SD	X	Remark
10.	External stakeholders recommend some members of the community that have good character, well trained and are educated to the headmaster of the school for employment	84	129	78	14	2.93	Agreed
11.	External stakeholders evaluate the outcome of primary education	76	148	69	12	2.94	Agreed

Source: field work

Aggregate mean AX = 2.94

Criterion X = 2.50

Date on table 4.4 shows that all the items had mean score above the criterion mean of 2.50. They were all adjudged as the roles external stakeholders play in order to sustain better

outcome of the product of primary education in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria. In summary, with an aggregate mean of 2:94 above the criterion mean of 2.50, all the respondents agreed that external stakeholders play a vital role in sustaining better outcome of the product of primary education through recommending some members of the community that have good character, are well trained and are educated to the head master of the school for employment, the evaluation of the outcome of primary education

Discussion of Findings

External Stakeholders participation in the management of educational ties in primary schools

Based on the findings, it was shown that external stakeholders participate in the management of educational facilities by providing most of educational facilities used in primary schools, maintenance of educational facilities, improvement of facilities in order to meet the societal changes and finally that these educational facilities are properly manage so achieve the objectives of education.

This implies that external stakeholders must be involved in the management of educational facilities.

External stakeholders participation in decision making process

From the findings in research question 2, it was reviewed that external holders participate in decision making process by influencing how staff are to be rewarded for better performance and deciding on how the school system is to function in order to achieve the goals and objectives of education. Fredrick (2001) and Mark (2003) defined decision making as a thought process which is carried out consciously to direct the achievement of goals which support the decision on how the school system is to function.

This implies that, in order to foster better understanding among administrators, stakeholders should endeavor to make sure that the decisions are accepted by the member concerned in order to achieve its aim.

External stakeholders participation in the management of finance

From the data generated in response to research question 3, it shows that external stakeholders participate in the management of school finance by eliminating those factors that lead to misappropriation or embezzlement of funds to it minimum and also contribute in monitoring revenue of and expenditure in primary schools.

This implies that external stakeholders should be involved in the management of finance in primary education in order to avoid embezzlement of fund.

Eternal stakeholders participation in sustaining better outcome of the duct of primary education.

External stakeholders recommend some of community members that have good character, well trained and are educated to the headmaster for employment and they help in evaluating the outcome of primary education.

Recommendations

Based on the findings of this study, the following recommendations made:

External stakeholders should be involved in the supervision of the management of primary educational facilities to ensure effectiveness in the teaching and learning process.

External stakeholders should be involve in the decision making process in order to achieve the goals and objectives of primary education.

External stakeholders should be involve in the management of finance so as to avoid embezzlement and misappropriation of fund and ensure transpiracy.

Conclusion

In conclusion, the findings of this survey research showed that external stakeholders are involved in the management of primary education with respect to, management of educational facilities, decision making, management of finance and better outcome of the product of primary education which drive toward benefiting students, educational administrators, government of Akwa Ibom State, government of Nigeria and the communities in Ikot Abasi Local Government Area of Akwa Ibom State, Nigeria.

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